DOCUMENT RESUME

ED 230 320 RC 014 017

AUTHOR Horn, Jerry G.
TITLE Attempting to Develop a Program Response to the Needs of Those Preparing to Teach in Rural/Small Schools.
PUB DATE Apr 83
NOTE 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Assessment; *Education Courses; *Field Experience Programs; Higher Education; *Inservice Teacher Education; Program Effectiveness; Questionnaires; *Rural Education; Student Teaching; Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS Kansas

ABSTRACT

In an effort to draw together a program response to needs of those preparing to teach in rural/small schools, a review of literature is provided, which concludes with an indepth look at a 1982 research project conducted on the topic. It investigates how important some 45 areas of college studies are to success in current teaching assignments of 162 Kansas teachers who are recent college graduates. A summary of responses indicates differences in degrees of emphasis, rather than a completely different set of qualifications needed for successful teaching in rural schools. The response to problems appearing in the literature review includes a suggestion that undergraduate programs provide a wide range of study and experiences, including those applicable to rural/small schools. Based on studies and recommendations set forth, 18 specific areas to be emphasized in education programs are identified, including that pre-service secondary education students are strongly advised to prepare to teach in at least 2 subject areas. Although total rural education programs are impractical, it is suggested: that early experience in the field and longer student teaching periods (a minimum of 12 weeks) are valuable; that undergraduate programs should include rural/small school preparation; and that inservice/continuing professional development courses be offered to current teachers. (AH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED230320

Attempting to Develop a Program Response to the Needs of Those Preparing to Teach in Rural/Small Schools

Jerry G. Horn, Associate Dean
College of Education
Kansas State University
Manhattan, Kansas 66506

A paper representing a presentation as a part of a symposium for the Rural Education Special Interest Group of the American Educational Research Association, Montreal, Quebec, Canada, April, 1983.

RC 014017

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jerry G Horn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Attempting to Develop a Program Response to the Needs of Those Preparing to Teach in Rural/Small Schools

Jerry G. Horn, Associate Dean
College of Education
Kansas State University
Manhattan, Kansas 66506

Teacher education programs generally address the preparation of persons for initial certification to teach, without differentiating between those planning to teach in schools of varying sizes and in different types of communities. These preparation programs are structured according to quidelines and standards of various accrediting bodies, and thus reflect a good deal of similarities. Since program accreditation at the state level is a prerequisite for individual certification and since state standards are usually quite specific, they tend to be extremely similar in content and form within a state. A review of college catalogs reveals little if any opportunity for one to pursue an organized sequence designed to specifically prepare teachers for rural and small schools. Certainly, there are exceptions, but since all states have rural/small schools and, if there are unique qualifications for successfully teaching in these schools, one could reasonably expect at least one institution in each state to provide such an option. However, in a report of a study by Horn (1981), some representatives of institutions of higher education indicated that not only did they not have a program reflecting the needs of rural and small schools, it would be inappropriate for this to occur, although it is interesting to note that there are teacher education programs that emphasize urban and bilingual education in quite a large number of institutions. Has "rural education" not been in the vogue? Would a Federal initiative cause a widespread response? Are rural/small schools too diverse in their character,

needs and locations to have generated a united voice? The answer to these questions is probably yes, but that doesn't mean nothing should be done. The related literature and studies described below shed some light on these questions.

According to Paul Nachtigal (1982), there has been a 100-year tradition of a one-best-system of assumptions about education. In his words, "Historically, the problems of rural education have been defined by educational leaders of an urbanized profession" (Nachtigal, 1982, 302). This has resulted in rural schools being largely consumers of new programs and techniques designed to address problems common to urban areas, but not necessarily prevalent in rural and smaller schools. New and more specific guidelines and standards for teacher education programs may well have developed from the same vantage point. While about 50% of the 306 public school districts in Kansas have 600 or fewer students, regulations issued by the State Board of Education in 1982 do not make any differentiation in the qualifications for serving as a teacher or administrator in various sized schools. In fact, certification for additional teaching fields, which is almost mandatory for secondary teachers in small schools, was made even more difficult to obtain. Maintaining a staff certified to carry out all of the duties in a school district is a continuing and increasingly perplexing problem to local school boards and institutions of higher education.

Do we have any information or perceptions about the conditions, factors and/or expectations of teachers in rural schools from which one might begin to develop a responsive teacher education program? Ivan Muse (1980), writing in The Interstate Compact for Education, identified several factors related to the rural school and to the economic and social factors pertaining to teachers in rural areas.

Rural School Factors

Teachers typically have three to five preparations daily in different subjects.

Teachers often teach a class or two in an area in which they are not adequately trained.

Teachers often are expected to take extra-curricular assignments.

Junior and senior high schools often are combined. Teachers may teach junior and senior high school students. Classes such as home economics, physical education, shop, etc. are often made up of students from two or three grade levels.

Budgets are not as good as in urban areas and supplies are not always readily available.

Rural Economic and Social Factors

Teacher salaries usually are much lower than urban salaries.

Teachers are less apt to receive inservice training during the school year and must travel considerable distances or live away from home to receive advanced degrees.

Housing often is not high quality and choice is limited.

Services are limited. Teachers generally must travel many miles to city areas to shop and attend special social events.

With regard to problem areas that may be at least partially addressed by institutions of higher education, the Rural Education Initiative: A Report on the Regional Rural Roundtables (Jacobsmeyer, 1980) included the following recommendations.

- develop relevant curricula for rural schools
- provide technical assistance to rural schools in order for them to compete with urban schools for competitive funds
- assess rural needs
- provide resources for establishing specialized rural pre-service and inservice training programs

- collect data on small rural districts
- conduct research in rural schools

In a National Institute of Education document entitled Improving Rural Schools by Paul Nachtigal (1980), he indicated that for one to improve rural schools reality must be accepted.

- Accepting the fact that rural communities and schools are different from urban communities and schools.
- Accepting the fact that rural communities differ from each other and that interventions to improve rural education must recognize those differences.
- Accepting the fact that rural schools and rural communities operate as a single, integrated social structure.
- Accepting the fact that doing things to or for rural communities is inconsistent with rural tradition.

As to non-scheduled or non-instructional duties of teachers, Heck and others (1965) found the following trends, although the data were not broken down by size of school.

- Secondary teachers spend more time than do elementary teachers in preparing for classes, reading, planning, marking papers, and serving on school committees.
- Elementary teachers spend more time in classroom teaching than do high school teachers and about the same as junior high school teachers.
- Elementary and junior high school teachers spend about twice as much time as high school teachers in attending faculty meetings.

- There are no reported differences in the distribution of supervisory responsibilities during the school day.

In a report of a study of non-instructional duties of teachers by Horn (1983), the following duties were required more often by ten or more percentage points in small schools than in medium or large schools.

- lunchroom supervision
- study hall supervision
- supervision of school events (football games, concerts, etc.)
- working (sell tickets, keep time, etc.) at school events
- attending school events
- planning/directing seasonal presentations (Christmas play, all school track meet, play day, etc.)

Conversely, teachers in small schools were required less often than teachers in medium and large schools to serve on curriculum committees, grade level committees, and as subject area heads/chairpersons. Of course, all or some of these may not even exist in some small schools, which raises other questions about how curriculum decisions are made and in what form the curriculum does exist.

The identification of the areas of greatest need among smaller schools was addressed by Beckner (1982). Based on a nationwide survey of small schools. the top five needs were -

1) develop strategies to motivate students;
2) provide training in fostering positive self-image;
3) identify strategies for dealing with teacher burnout;

4) provide some type of incentive program for professional development, such as college credit, released time, or monetary compensation; and

5) provide programs for gifted and talented students.

In this study, items reflecting the greatest need were those thought to be relatively important by the respondents but not performed well in reality.

In a study conducted by Horn in 1982, an attempt was made to determine how important some forty-five (45) areas of college studies are to success in the current teaching assignment of a sample of recent college graduates who were teaching in small schools in Kansas, and to assess the teacher perceptions of how well their undergraduate (BS/BA) program was in helping them understand or become skilled in each of these areas. A copy of the questionnaire used is included in the appendix. This study was initiated to obtain a basis for developing a teacher education program at Kansas State University that would better prepare teachers for small schools, so typical of Kansas and the plains states.

A survey instrument was developed, and two copies were sent to the superintendent of each of the 158 public school districts in Kansas with a total enrollment of 600 or fewer students. This represents 52% of all Kansas public school districts. The superintendents were asked to give the questionnaires to two of their teachers who were recent college graduates. A total of 162 or 51% completed and returned usable forms. Table 1 contains data that generally describe the respondents of this study. This sample is not random nor was it intended to be an assessment of an individual institution of higher education. However, since all of these teachers have graduated from approved programs and are

Table 1

Selected Descriptors of the Subjects in the Assessment of Perceived Preparation for Teaching in Small/Rural Schools

Part A

Descriptor	Analysis N	Analysis %
a. Teaching Level		
1. elementary	43	28.1
2. middle	5	3.3
3. junior high	11	7.2
4. senior high	81	52.9
5. other	13	8.5
b. Assigned Teaching Areas (Multiple areas may be indicated)		
1. mathematics	58	35.8
2. music	11	6.8
3. art	25	15.4
4. science	45	27.8
5. social science	58	35.8
6. industrial arts	4	2.5
7. special education	1	3.1
8. physical education	1	13.6
9. agricultural education	1	0.6
10. home economics	9	5.6
11. English/language arts	48	29.6
12. reading	36	22.2
13. foreign language	6	3.7
14. business	12	7.4
15. elementary	42	25.9
16. other (speech, journalism, etc.)	26	16.0
c. Primary Teaching Assignment in Area of College Major		
Yes	140	88.1
No	19	11.9

Table 1 Continued

d. Student Enrollment in District

100 or below	10	8.7
101-200	37	32.2
201-300	24	20.9
301-400	21	18.3
401-500	13	11.3
501-600	10	8.7
Missing data	48	Not included in calculation

Mean = 283.1
Median = 249.7

e. Number of Students in the Largest Class Taught

10 or fewer	23	14.2
11-15	32	19.8
16-20	40	24.7
21-25	36	22.2
26-30	18	11.1
31-35	4	2.5
36-40	2	1.2
41 or more	7	4.3

Mean = 19.7
Median = 18.0

f. Number of Students in Smallest Class Taught

10 or fewer	106	67.6
11-15	26	16.6
16-20	15	9.6
21-25	7	4.5
26-30	2	1.3
31 or more	1	0.6
Missing data	5	Not included in calculation

Mean = 8.8
Median = 7.0

g. Years of Teaching Experience

Mean = 5.5
Median = 3.3
Mode = 3.0

Table 1 Continued

h. Years Since First Eligible for Certification to Teach

Mean = 6.1
Median = 3.4
Mode = 3.0

i. Size of High School in Which you Teach Compared to Size of High School from Which you Graduated		
1. Larger	91	56.5
2. About the same	46	28.6
3. Smaller	24	14.9

j. Sex		
1. Male	102	63.4
2. Female	59	36.6

k. Age (Years)		
21-25	74	46.8
26-30	46	29.1
31-35	10	6.3
36 or older	28	17.7
Missing data	4	Not included in calculation

Mean = 28.9
Median = 25.8

N = 162

certified to teach on similar standards by the Kansas State Department of Education, one presumes there was a good deal of similarity in their educational background.

A summary of the responses to the forty-five different areas shown as means and standard deviations, with regard to the importance and effectiveness of the college program, is shown in Table 2. It should be noted that the importance of only three items (computer-aided instruction, history and philosophy of education, and multicultural education) was judged to be below 3.0, the mid-point of the five point scale. The areas of college studies perceived to be of the greatest importance to success in current teaching assignments are identified in Table 3. The areas considered to be most important reflect a wide range of college studies, which may more than anything else illustrate the multifaceted role of teachers and the necessity for equity and balance within a teacher education program.

In terms of where colleges/universities are least effective, Table 4 points out a diverse list of areas ranging from computer-aided instruction to conducting parent-teacher conferences.

Areas with considerable importance and perceived as being developed in less than an effective manner are found in Table 5. This list may well illustrate where immediate attention should be focused. For the most part, all of these areas are the responsibilities of schools/colleges/departments of education (SCDE).

Table 2

Summary of Perceived Importance of Selected Areas/Skills for Success in Current Assignment and Effectiveness of BS/BA Preparation

Importance of Area of College Study for Success in Current Teaching Assignment (Scale = 1-5)			Effectiveness of BS/BA College Program for Area/ Skill (Scale = 0-3)		
Column A Mean	SD	Areas of Study/Skills	Column B Mean	SD	Differential (Col A-Col B)
4.31	0.58	1. Written communications	2.01	0.57	2.30
4.67	0.60	2. Oral communications	2.00	0.70	2.69
3.66	1.04	3. Mathematics	1.76	0.76	1.90
3.09	1.11	4. Biological science	1.72	0.72	1.37
3.12	1.07	5. Physical science	1.68	0.69	1.44
3.74	1.07	6. Social sciences	1.96	0.69	1.78
3.91	0.92	7. Educational psychology (learning)	1.86	0.68	2.05
3.85	0.92	8. Educational psychology (development)	1.92	0.68	1.93
3.79	0.74	9. Measurement of learning	1.51	0.74	2.28
3.60	0.95	10. Teaching exceptional children	1.50	0.85	2.10
3.88	0.86	11. Instructional media	1.78	0.79	2.10
3.03	1.26	12. Microcomputers and other technology	0.60	0.87	2.43
2.97	1.21	13. Computer aided instruction	0.58	0.84	2.39
2.64	1.18	14. History and philosophy of American education	1.50	0.74	1.14
2.81	1.14	15. Multicultural education	1.04	0.92	1.77
3.19	0.92	16. Educational sociology	1.39	0.82	1.80

Table 2 Continued

3.89	0.98	17. Teaching methodology	1.92	0.78	1.97
4.58	0.54	18. Teaching (major) speciality	2.35	0.66	2.23
4.20	0.85	19. Second (minor) teaching speciality	2.10	0.83	2.10
3.87	1.17	20. Teaching reading	1.34	1.01	2.53
4.11	0.77	21. Working with administrators	1.12	0.89	2.99
4.22	0.74	22. Working with other teachers	1.27	0.94	2.95
4.10	0.81	23. Conducting parent-teacher conferences	0.92	0.89	3.18
3.98	0.97	24. Supervising extracurricular activities	0.75	0.87	3.13
3.44	0.89	25. Serving on curriculum committees	0.76	0.88	2.68
3.75	0.92	26. Supervising in-school activities	0.85	0.89	2.90
3.52	0.91	27. Participating in community activities	0.75	0.91	2.77
3.23	1.05	28. Providing leadership in local professional education association	0.74	0.89	2.49
3.75	0.91	29. Adapting to the community	0.79	0.94	2.96
4.14	0.69	30. Self-assessment of teaching	1.58	0.90	2.56
4.06	0.91	31. Developing your own professional development plan	1.62	0.96	2.44
3.59	0.98	32. Reading and applying research findings	1.36	0.89	2.23
4.46	0.65	33. Planning and organizing instruction	2.01	0.80	2.45
4.63	0.56	34. Organizing and managing the classroom	1.86	0.83	2.77
4.65	0.55	35. Controlling discipline	1.56	0.86	3.09
4.58	0.63	36. Motivating students	1.74	0.74	2.84
3.90	0.97	37. Teaching multiple groups in the same classroom	1.07	0.93	2.83
3.61	1.08	38. Teaching multiple subject areas during the same time period of the day	0.81	0.90	2.80
4.16	0.74	39. Individualizing instruction	1.53	0.83	2.63
4.05	0.69	40. Preparing instructional aids/ laboratory materials	1.77	0.74	2.28

Table 2 Continued

4.13	0.72	41. Analyzing learning problems	1.51	0.77	2.62
4.05	0.63	42. Developing curriculum materials	1.65	0.76	2.40
4.16	0.60	43. Selecting curriculum materials	1.62	0.87	2.54
3.92	0.85	44. Counseling students on educational matters	1.23	0.95	2.69
3.91	0.96	45. Counseling students on personal matters	1.04	0.90	2.87

N = 162

Table 3

Areas of College Studies Perceived to be
Most Important for Success in Current Teaching Assignment

Rank*	Area	Mean	SD
1	Oral communications	4.67	0.60
2	Controlling discipline	4.65	0.55
3	Organizing and managing the classroom	4.63	0.56
4.5	Teaching (major) speciality	4.58	0.54
4.5	Motivating students	4.58	0.63
6	Planning and organizing instruction	4.46	0.65
7	Written communications	4.31	0.58
8	Working with other teachers	4.22	0.74
9	Second (minor) teaching speciality	4.20	0.85
10.5	Individualizing instruction	4.16	0.74
10.5	Selecting curriculum materials	4.16	0.60

*Rank based on means of responses on a scale of 1-5 (5=Very Important... 1=Very Unimportant).

N = 162

Table 4

Areas for which Respondents Perceive their BS/BA Preparation was Least Effective

Rank*	Area	Mean	SD
1	Computer aided instruction	0.58	0.84
2	Microcomputers and other technology	0.60	0.87
3	Providing leadership in local professional education association	0.74	0.89
4.5	Supervising extracurricular activities	0.75	0.87
4.5	Participating in community activities	0.75	0.91
6	Serving on curriculum committees	0.76	0.88
7	Adapting to the community	0.79	0.94
8	Teaching multiple subject areas during the same period of the day	0.81	0.90
9	Supervising in-school activities	0.85	0.89
10	Conducting parent-teacher conferences	0.92	0.89

*Rank based on means of responses on a scale of 0-3 (0=Training not provided.. Very Effective).

N = 162

Table 5

Areas of Study/Skills Considered to be Important or Very Important for which BS/BA Preparation was Perceived to be Less than Effective*

Importance			Effectiveness	
Mean	SD	Item # - Areas of Study Skills	Mean	SD
4.11	0.77	21. Working with administrators	1.12	0.89
4.22	0.74	22. Working with other teachers	1.27	0.94
4.10	0.81	23. Conducting parent-teacher conferences	0.92	0.89
4.14	0.69	30. Self-assessment of teaching	1.58	0.90
4.06	0.91	31. Developing your own professional development plan	1.62	0.96
4.63	0.56	34. Organizing and managing the classroom	1.86	0.83
4.65	0.55	35. Controlling discipline	1.56	0.86
4.58	0.63	36. Motivating students	1.74	0.74
4.16	0.74	39. Individualizing instruction	1.53	0.83
4.05	0.69	40. Preparing instructional aids/ laboratory materials	1.77	0.74
4.13	0.72	41. Analyzing learning problems	1.51	0.77
4.05	0.63	42. Developing curriculum materials	1.65	0.76
4.16	0.60	43. Selecting curriculum materials	1.62	0.87

*Important or Very Important = mean of $\geq$ 4.0

Less than Effective = mean of $<$ 2.0

N = 162

As a summary statement, teachers perceive that many and diverse areas are important to success in their current teaching assignments. Conversely, undergraduate preparation programs are perceived to be less than totally effective in developing these areas/skills. Only five (5) of forty-five (45) areas were judged to be "effective" or "very effective."

While these data are based on the responses of teachers in small schools, are any of them unique to this type of school? Maybe there are really only differences in degrees of emphasis, rather than a completely different set of qualifications needed for successful teaching in rural schools. Is it reasonable to expect a teacher education candidate to opt for a specific career tract, i.e. urban, rural, bilingual, etc., particularly when mobility, employment opportunities, and economic conditions are concerned? Should teacher education programs provide/require experiences in several different settings, including rural? Maybe advanced studies or continuing professional development efforts, occurring after initial certification/employment, should be utilized to develop specializations, such as rural, urban, etc.

The Response

As a prerequisite to considering any teacher education program, one must assume that it is beneficial or necessary that it be able to be accredited at the state, regional and national levels. To some extent, this places some constraints on what can be done and, of course, plays a significant role. Additionally, graduates of these programs must be employable in the schools normally served by a particular institution. With these ideas in mind, a modest proposal to enhance a total teacher education program is described below. It is assumed that a program

designed specifically for rural education is not the best alternative for students or for colleges/universities at this time. An undergraduate program that provides for a wide range of study and experiences, including those applicable to rural/small schools, is most practical.

Rather than attempt to develop and "sell" a program for rural education, it seems more reasonable to build into an existing program those areas of study/skills that are most important to achieving success in small/rural schools, and to provide options for per-service experience in a variety of smaller schools. This approach, with the intent to strenghthen all programs, is the one we intend to pursue at Kansas State University. With local politics, uncertainty by both students and faculty of the advisability of specialization for a particular setting, and the scarce number of teacher education students in certain areas (physical science, mathematics, foreign languages, etc.), this seems to be the most appropriate one for this institution at this time.

Based on studies and recommendations mentioned above, some of the specific areas to be emphasized in this approach are listed below. Obviously, most of these do not appear to be uniquely important for persons who eventually teach in rural and small schools; therefore, one would not be limiting employment/career options by pursuing this approach.

1) planning and organizing instruction
2) organizing and managing the classroom
3) teaching multiple groups in the same classroom
4) individualizing instruction
5) supervising extra-curricular activities
6) supervising in-school activities
7) participating in community activities
8) adapting to the community
9) working with other professionals in the schools
10) selecting and developing curriculum materials

11) analyzing learning problems
12) counseling students
13) conducting parent-teacher conferences
14) self-assessment of learning
15) developing a professional development plan
16) controlling discipline
17) motivating students
18) preparing instructional aids/laboratory materials

In addition, pre-service secondary education students are strongly advised to prepare to teach in at least two subject areas. The College of Education is developing "broad-fields" programs where certification is now possible, and it has initiated discussions with the State Department of Education to consider other subject area clusters (science and language arts) for certification purposes.

One of the most promising practices to encourage students to at least consider teaching in a small/rural school is thought to be early exposure and student teaching in such a setting. The new (1982) regulations for certification in Kansas include a requirement for "an early field experience." This experience is being planned and will be entitled "Teaching as a Career," and will be the responsibility of a new unit to be designated as the Center for Career Development in Education. This component is designed for a student to assess interests and motives to teach and to explore the many options that may be available, especially those options uniquely available in various types and organizations of schools, such as rural/small schools, middle schools, etc.

While the new regulations require the institution to make provisions throughout for observation and experience with school-age youth, the culminating experience of the undergraduate program is the "teaching practicum" (student teaching). This experience is being lengthened from eight weeks to a minimum of twelve and will likely involve participation

in more than one type of school. Teaching centers, each with a coordinator, will be developed, and at least two of the six or seven will emphasize education in a small school serving a rural area. One will be located in the western part of the state, which is characterized by school districts serving expansive areas made up of large wheat farms and livestock operations. Generally, these school districts are experiencing some enrollment increases and a considerable influx of non-English-speaking students. For the most part, these students speak Spanish, and their families are employed in the livestock feeding and meat packing industries that have developed in the last ten years. The other center emphasizing rural education will be located in the northeastern part of the state near Manhattan. This area is made up mostly of family farming operations, and two or three small towns are located in each county. Generally, the operational school districts in this area have undergone consolidation within the last twenty years, and they now contain one high school and two or more elementary schools, often in different towns. Generally, enrollments are declining in a moderate fashion.

In conclusion, out of economic necessity and after considering the reality of the situation, efforts will not be to develop a program strictly for the preparation of "rural teachers" at the undergraduate level, but to develop a program in which we can be assured that students are acquiring the knowledge and developing the necessary skills thought to be necessary for successfully teaching in rural/small schools of this region.

The next step and possibly the one where the most impact can be made will be the development of an inservice/continuing professional

development program for teachers who are already employed in rural/small schools. With the encouragement and assistance of Paul Nachtigal, who is with the Mid-Continent Regional Educational Laboratory (McREL), such an effort is being explored with five small/rural school districts near KSU. Additionally, an internship program for a limited number of teachers may be implemented in 1983-84. This program will involve placing five certified, but inexperienced, teachers in two or more schools for a period of one year at 75% normal starting salary. A "master" teacher from one of the participating districts would work exclusively with these interns, and KSU faculty members would supervise the internship and perform other instructional duties for the teacher interns. During this internship year and adjacent summer sessions, they will complete about 80% of the requirements for a master's degree in curriculum and instruction with an emphasis on teaching in rural/small schools. This pilot project will be utilized as a means to assess the feasibility of this approach as a widely available option. To this date, the College of Education has rejected the notion of a five-year undergraduate teacher education program in favor of a more carefully planned four-year curriculum that reflects equity among the general studies, teaching specialty, and professional education components.

In essence, the institution has gathered some data, looked at various options/alternatives, and is developing a program that seems reasonable and fiscally responsible. It is hoped that this program is considered developmental and will continue to grow and improve, as additional data and resources become available.

References

Beckner, W. Areas of Greatest Need Among Smaller Schools in the United States. Paper presented at the Fourth Annual Conference on Rural Education and Small Schools, Kansas State University, Manhattan, Kansas, November, 1982.

Heck. W. and others. Utilization of Teacher Time - A Survey. Phi Delta Kappa, Bloomington, Indiana, 1965.

Horn, J. G. Higher Education's Response to the Needs of Rural Schools. Paper presented at the meeting of the American Educational Research Association, Los Angeles, April, 1981 and included in Resources in Education, Las Cruces, New Mexico. ERIC Clearinghouse on Rural Education and Small Schools. ED 201 435.

Horn, J. G. Assessment of Perceived Preparation for Teaching in Small/ Rural Schools. Manhattan, Kansas: College of Education, Kansas State University, 1982.

Horn, J. G. Non-Instructional Duties of Teachers in Rural/Small Snhools. The Small School Forum, 1983. (Accepted for publication).

Jacobsmeyer, D. J. Rural Education Initiative - A Report on the Regional Rural Roundtables. Kansas City, Missouri: DHEW/Office of Educational Programs, Region VII, 1980.

Muse, I. Training Teachers for Rural Areas. The Interstate Compact for Education, Fall, 1980.

Nachtigal, P. M. Improving Rural Schools. Washington, D.C.: National Institute of Education, September, 1980.

Nachtigal, P. M. (Ed.). Rural Education - In Search of a Better Way. Boulder, Colorado: Westview Press, 1982.

Appendix

Assessment of Perceived Preparation
for Teaching in Small/Rural Schools (1-3)

"This survey is being conducted under guidelines established by Kansas State University. By cooperating, you will help the survey administrators find answers to important questions; however, your participation is strictly voluntary. You should omit any questions which you feel unduly invade your privacy or which are otherwise offensive to you. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results."

Please complete all sections of the questionnaire by responding to individual items as noted.

A. Teaching Level (Check the one most appropriate) (4)

_____ 1. elementary
_____ 2. middle
_____ 3. junior high
_____ 4. senior high
_____ 5. other (Describe _____)

B. Areas in which you are now teaching (Check all that apply and circle the one that best describes your primary assignment).

_____ 1. mathematics (5)
_____ 2. music (6)
_____ 3. art (7)
_____ 4. science (8)
_____ 5. social science (9)
_____ 6. industrial arts (10)
_____ 7. special education (11)
_____ 8. physical education (12)
_____ 9. agricultural education (13)
_____ 10. home economics (14)
_____ 11. English/language arts (15)
_____ 12. reading (16)
_____ 13. foreign language (17)
_____ 14. business (18)
_____ 15. elementary (19)
_____ 16. other (Specify _____) (20)
(21)

(over)

C. Is your primary teaching assignment in the area in which you majored in college? _____ Yes _____ No (22)

D. How many students are enrolled in the school district in which you teach? _____ (23-25)

E. How many students are in the largest class you teach? _____ (26-27)

F. How many students are in the smallest class you teach? _____ (28-29)

G. Including this school year, how many years have you taught? _____ (30-31)

H. How many years ago were you first eligible for certification to teach? _____ (32-33)

I. Compared to the one in which you now teach, was the school from which you graduated from high school - (Check one) (34)

_____ 1. larger
_____ 2. about the same size
_____ 3. smaller

J. Sex: _____ Female _____ Male (35)

K. Age: _____ Years (36-37)

(38-1)

L. Your responses for this section should include a check in Columns A and B for each item. (1-3)

Column A: How important are each of these areas of your college studies to success in your current teaching assignment?							Column B: How effective do you think your undergraduate (BS/BA) college program was in helping you understand or become skilled in each of the areas?				
Very Important (5)	Important (4)	Unsure (3)	Unimportant (2)	Very Unimportant (1)			Very Effective (3)	Effective (2)	Ineffective (1)	Training Not Provided (0)	
___	___	___	___	___	(4)	Written communications	___	___	___	___	(4)
___	___	___	___	___	(5)	Oral communications	___	___	___	___	(5)
___	___	___	___	___	(6)	Mathematics	___	___	___	___	(6)
___	___	___	___	___	(7)	Biological science	___	___	___	___	(7)
___	___	___	___	___	(8)	Physical science	___	___	___	___	(8)
___	___	___	___	___	(9)	Social sciences	___	___	___	___	(9)
___	___	___	___	___	(10)	Educational psychology (learning)	___	___	___	___	(10)
___	___	___	___	___	(11)	Educational psychology (development)	___	___	___	___	(11)
___	___	___	___	___	(12)	Measurement of learning	___	___	___	___	(12)
___	___	___	___	___	(13)	Teaching exceptional children	___	___	___	___	(13)
___	___	___	___	___	(14)	Instructional media	___	___	___	___	(14)
___	___	___	___	___	(15)	Microcomputers and other technology	___	___	___	___	(15)
___	___	___	___	___	(16)	Computer aided instruction	___	___	___	___	(16)
___	___	___	___	___	(17)	History and philosophy of American education	___	___	___	___	(17)
___	___	___	___	___	(18)	Multicultural education	___	___	___	___	(18)
___	___	___	___	___	(19)	Educational sociology	___	___	___	___	(19)
___	___	___	___	___	(20)	Teaching methodology	___	___	___	___	(20)
___	___	___	___	___	(21)	Teaching (major) speciality Specify _____)	___	___	___	___	(21)
___	___	___	___	___	(22)	Second (minor) teaching speciality Specify _____)	___	___	___	___	(22)

L. (Continued) Your responses for this section should include a check in Columns A and B for each item.

Column A: How important are each of these areas of your college studies to success in your current teaching assignment?							Column B: How effective do you think your undergraduate (BS/BA) college program was in helping you understand or become skilled in each of the areas?				
Very Important (5)	Important (4)	Unsure (3)	Unimportant (2)	Very Unimportant (1)			Very Effective (3)	Effective (2)	Ineffective (1)	Training Not Provided (0)	
___	___	___	___	___	(23)	Teaching reading	___	___	___	___	(23)
___	___	___	___	___	(24)	Working with administrators	___	___	___	___	(24)
___	___	___	___	___	(25)	Working with other teachers	___	___	___	___	(25)
___	___	___	___	___	(26)	Conducting parent-teacher conferences	___	___	___	___	(26)
___	___	___	___	___	(27)	Supervising extracurricular activities	___	___	___	___	(27)
___	___	___	___	___	(28)	Serving on curriculum committees	___	___	___	___	(28)
___	___	___	___	___	(29)	Supervising in-school activities	___	___	___	___	(29)
___	___	___	___	___	(30)	Participating in community activities	___	___	___	___	(30)
___	___	___	___	___	(31)	Providing leadership in local professional education association	___	___	___	___	(31)
___	___	___	___	___	(32)	Adapting to the community	___	___	___	___	(32)
___	___	___	___	___	(33)	Self-assessment of teaching	___	___	___	___	(33)
___	___	___	___	___	(34)	Developing your own professional development plan	___	___	___	___	(34)
___	___	___	___	___	(35)	Reading and applying research findings	___	___	___	___	(35)
___	___	___	___	___	(36)	Planning and organizing instruction	___	___	___	___	(36)
___	___	___	___	___	(37)	Organizing and managing the classroom	___	___	___	___	(37)
___	___	___	___	___	(38)	Controlling discipline	___	___	___	___	(38)
___	___	___	___	___	(39)	Motivating students	___	___	___	___	(39)
___	___	___	___	___	(40)	Teaching multiple groups in the same classroom	___	___	___	___	(40)
___	___	___	___	___	(41)	Teaching multiple subject areas during the same time period of the day	___	___	___	___	(41)

L. (Continued) Your responses for this section should include a check in Columns A and B for each item.

Column A: How important are each of these areas of your college studies to success in your current teaching assignment?							Column B: How effective do you think your undergraduate (BS/BA) college program was in helping you understand or become skilled in each of the areas?				
Very Important (5)	Important (4)	Unsure (3)	Unimportant (2)	Very Unimportant (1)			Very Effective (3)	Effective (2)	Ineffective (1)	Training Not Provided (0)	
___	___	___	___	___	(42)	Individualizing instruction	___	___	___	___	(42)
___	___	___	___	___	(43)	Preparing instructional aids/ laboratory materials	___	___	___	___	(43)
___	___	___	___	___	(44)	Analyzing learning problems	___	___	___	___	(44)
___	___	___	___	___	(45)	Developing curriculum materials	___	___	___	___	(45)
___	___	___	___	___	(46)	Selecting curriculum materials	___	___	___	___	(46)
___	___	___	___	___	(47)	Counseling students on educational matters	___	___	___	___	(47)
___	___	___	___	___	(48)	Counseling students on personal matters	___	___	___	___	(48)
___	___	___	___	___	(49)	Other (Specify _____)	___	___	___	___	(49)
___	___	___	___	___	(50)	Other (Specify _____)	___	___	___	___	(50)

(51-2)

(over)

The most encouraging aspect of my teaching career has been _____ (51)

_____

_____

The most discouraging aspect of my teaching career has been _____ (52)

_____

_____

If I found it necessary to change careers, I would prefer to _____ (53)

_____

_____

If we have questions about one or more of your responses, may we contact you for clarification? If so, at what home telephone number? _____ (54)

(55-3)

Please complete the questionnaire within ten days and return it in the enclosed postage-paid envelope.

Thank you for your cooperation!

Return to -

Dr. Jerry Horn
College of Education
Kansas State University
Manhattan, KS 66506